



## EBINPORT ELEMENTARY

2142 India Hook Rd.  
Rock Hill, SC 29732

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	533 Students	
<b>Principal</b>	Shane Goodwin	803-981-1550
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Good	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

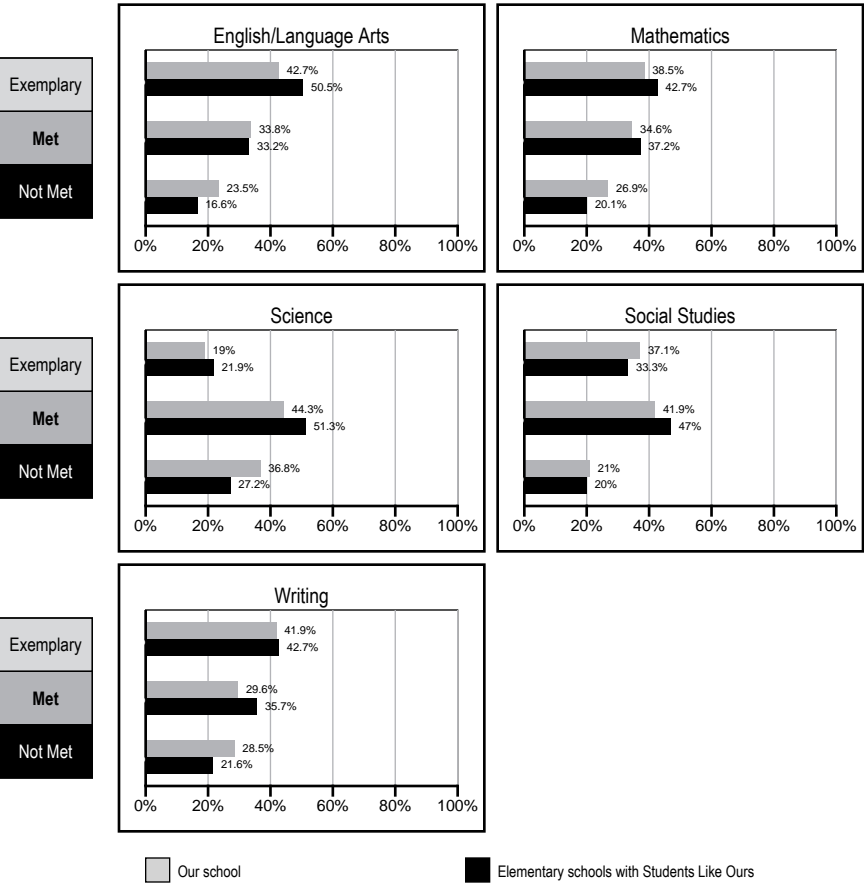
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	30	17	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=533)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	No Change	0.8%	1.2%
Attendance rate	96.4%	Down from 96.8%	96.6%	96.1%
Eligible for gifted and talented	12.4%	Up from 10.2%	17.3%	11.7%
With disabilities other than speech	10.2%	Up from 9.0%	6.9%	8.0%
Older than usual for grade	0.7%	Up from 0.4%	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	61.1%	Up from 59.0%	63.6%	60.5%
Continuing contract teachers	86.1%	Down from 89.7%	86.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.4%	Down from 92.9%	89.3%	87.0%
Teacher attendance rate	97.4%	Up from 95.9%	95.6%	95.4%
Average teacher salary*	\$52,910	Up 2.2%	\$48,756	\$47,288
Professional development days/teacher	7.0 days	Down from 13.8 days	11.7 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 17.2 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.5%	Up from 92.1%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,784	Down 1.8%	\$7,225	\$7,548
Percent of expenditures for instruction**	76.8%	Up from 74.8%	69.3%	68.7%
Percent of expenditures for teacher salaries**	74.1%	Up from 71.5%	66.3%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Since 1949, Ebinport Elementary School has provided a high-quality education to the children of Rock Hill, South Carolina. Ebinport Elementary is located within the city limits and has a diverse student and staff population. Ebinport currently serves 557 students in kindergarten through grade five. The 2009-2010 school year marks the principal's third year at Ebinport. Using MAPS, PASS, and various survey data, the school staff, PTO, and School Improvement Council worked together at the beginning of the academic year to create an improvement plan that would address two strategic areas. We worked together to create an environment within Ebinport Elementary School that welcomes, promotes, and encourages respect for diversity of all stakeholders. We also created and implemented Response to Intervention (RTI) plans for students in all four core academic areas.

The PTO held several fundraisers this year to continue our collective goal, which was to purchase needed manipulatives and materials for classroom instruction. The PTO and SIC also sponsored a joint event to increase literacy and encourage summer reading by collecting over 1,000 books and distributing them to children. MAPS data collected throughout the year has again shown marked improvement in achievement for students in all subgroups in math and reading. The staff and school administration expect even more growth in all academic areas as instruction continues to be more fine-tuned with the use of data.

Teachers refined work on curriculum maps throughout the year and improved instruction through mastery of the Fountas and Pinnell kits and running record training and use of the Math Expectations Guide. These efforts assisted with meeting growth goals for all students. All classrooms utilized Promethean board technology to present more interactive lessons, and our Reading Recovery teacher assisted with mastery skills for readers throughout the school.

Ebinport Elementary continues to strive to create the best learning environment for our students. By working together with all who have an interest in our school and in our students, we will do whatever it takes to provide for the academic, physical, social, and emotional needs of our students and their families.

Shane Goodwin, Principal  
 Laura Ashley, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	100	77
Percent satisfied with learning environment	100.0%	92.0%	93.2%
Percent satisfied with social and physical environment	100.0%	86.9%	90.8%
Percent satisfied with school-home relations	90.9%	92.9%	88.3%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	279	95	23.2	34	42.9	88.8	85	83.5	Yes	Yes
<b>Gender</b>										
Male	151	92.7	27	32.6	40.4	87.9	81.2	80.1	N/A	N/A
Female	128	97.7	18.6	35.6	45.8	89.8	88.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	146	95.2	10.6	33.8	55.6	93.7	91.6	89.6	Yes	Yes
African American	95	95.8	42.9	34.5	22.6	81	75.8	74.6	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	30	90	36	32	32	84	78.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	49	73.5	68.1	19.1	12.8	61.7	55.3	51.7	Yes	No
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	84.6	37.5	41.7	20.8	79.2	74.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	149	93.3	36.6	35.8	27.6	82.1	77.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	279	100	26.9	34.6	38.5	82.3	83.7	80.4	Yes	Yes
<b>Gender</b>										
Male	151	100	27.5	33.1	39.4	81.7	81.2	78.4	N/A	N/A
Female	128	100	26.3	36.4	37.3	83.1	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	146	100	12	30.3	57.7	93.7	90.7	87.8	Yes	Yes
African American	95	100	50	39.3	10.7	63.1	73.3	69.3	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	30	100	42.3	46.2	11.5	76.9	80.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	66	23.4	10.6	46.8	51.1	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	26	100	48	36	16	72	78.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	149	100	44.4	38.5	17	69.6	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	186	100	36.8	44.3	19	63.2	70.3	67.3
Gender								
Male	107	100	37.3	46.1	16.7	62.7	69.8	66.9
Female	79	100	36.1	41.7	22.2	63.9	70.9	67.7
Racial/Ethnic Group								
White	97	100	20	49.5	30.5	80	83.7	79.6
African American	61	100	63	33.3	3.7	37	50.7	49.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	20	100	N/A	N/A	N/A	35.3	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
Disability Status								
Disabled	35	100	N/A	N/A	N/A	17.1	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	19	100	N/A	N/A	N/A	38.9	58.3	58.6
Socio-Economic Status								
Subsidized meals	100	100	56.5	37	6.5	43.5	56.4	55.4

Social Studies								
All Students	182	99.5	21	41.9	37.1	79	74.3	70.9
Gender								
Male	94	98.9	18.2	42	39.8	81.8	73	70.1
Female	88	100	24.1	41.8	34.2	75.9	75.6	71.7
Racial/Ethnic Group								
White	94	100	12	39.1	48.9	88	82.9	79.2
African American	59	98.3	42.9	40.8	16.3	57.1	61.2	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	23	100	15	65	20	85	69.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.2	71.2
Disability Status								
Disabled	30	96.7	64.3	17.9	17.9	35.7	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	21	100	15	60	25	85	73.1	68
Socio-Economic Status								
Subsidized meals	97	100	32.6	44.2	23.3	67.4	63.4	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	274	99.6	28.2	29.7	42.1	71.8	73.5	72.1	96.4	96.5
Gender										
Male	147	99.3	33.3	30.5	36.2	66.7	66.5	65.2	96.3	96.4
Female	124	100	22	28.8	49.2	78	80.7	79.2	96.6	96.6
Racial/Ethnic Group										
White	145	100	14.1	28.2	57.7	85.9	83.5	80.8	96.3	96.4
African American	91	100	48.8	31	20.2	51.2	59.2	59.7	96.7	96.7
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	92.1	87	98.8	97.5
Hispanic	29	96.6	48	32	20	52	64.3	64.6	95.9	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	73.4	92.2	94.9
Disability Status										
Disabled	48	100	72.3	21.3	6.4	27.7	32.4	27.7	96.4	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	26	96.2	50	25	25	50	60.1	63.7	96.3	96.7
Socio-Economic Status										
Subsidized meals	146	99.3	43.7	31.9	24.4	56.3	61.6	61.9	96	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	87	100	13.1	28.6	58.3	86.9
	4	96	100	14.4	38.9	46.7	85.6
	5	86	100	20.2	39.3	40.5	79.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	86	98.8	20	28.8	51.3	80
	4	89	85.4	26.3	28.8	45	73.8
	5	104	100	23.2	42.4	34.3	76.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	87	100	20.2	34.5	45.2	79.8
	4	96	100	18.9	41.1	40	81.1
	5	86	100	25	41.7	33.3	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	86	100	26.3	31.3	42.5	73.8
	4	89	100	23.5	38.3	38.3	76.5
	5	104	100	30.3	34.3	35.4	69.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	29.3	46.3	24.4	70.7
	4	96	100	22	62.6	15.4	78
	5	41	95.1	34.2	57.9	7.9	65.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	100	36.6	36.6	26.8	63.4
	4	89	100	29.6	51.9	18.5	70.4
	5	54	100	48.1	38.5	13.5	51.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	43	100	9.3	32.6	58.1	90.7
	4	96	100	13.2	47.3	39.6	86.8
	5	45	100	18.2	38.6	43.2	81.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	43	97.7	17.9	38.5	43.6	82.1
	4	89	100	17.3	43.2	39.5	82.7
	5	50	100	29.8	42.6	27.7	70.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	87	97.7	19.3	24.1	56.6	80.7
	4	97	100	22.2	40	37.8	77.8
	5	86	96.5	30.5	36.6	32.9	69.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	84	100	40	22.5	37.5	60
	4	86	98.8	20	32.5	47.5	80
	5	104	100	25.3	33.3	41.4	74.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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